MANAGING AND RESOLVING INTERNATIONAL CONFLICTS
FWIS 149, SPRING 2013
Tuesday & Thursday 2:30-3:45 pm
128 Mechanical Engineering Building

INSTRUCTOR:

Professor Ashley Leeds
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Office Hours: Tuesday 4:00-5:00 pm, Wednesday 2:00-3:30 pm

COURSE CONTENT:

This course is a first year writing intensive seminar aimed at introducing first year students to college level reading, writing, and oral communication. The subject matter of this particular seminar is international conflict. Students will read, write, and think about why some international disputes result in militarized conflict and how such militarized conflicts can be managed and resolved. We will discuss conflict emergence, recurrence, and resolution, with attention to the roles of mediators, international law, external intervention, peacekeeping, and agreement design. Each student will have the opportunity to study one international conflict in depth throughout the semester. Based on general knowledge about the management and resolution of conflicts gained through the semester, students will write policy memos recommending actions to manage or resolve the conflicts they study.

COURSE GOALS:

In this course, students will:

Enhance their understanding of the central place of writing and communication in the learning process and in academic life.

Learn strategies for analyzing, synthesizing, and responding to college-level materials.

Improve their ability to communicate correctly and effectively in writing and in speech, taking into account audience and purpose.

Become comfortable with writing as a process and learn strategies—for instance, prewriting, outlining, and revision-- for working through that process.

Learn appropriate use of the work of others and, where necessary, specific practices of citation.

Learn to articulate oral arguments and to respond productively to arguments of others in formal presentations and in class discussion.

Become familiar with some scholarly explanations for the emergence and resolution of international conflict.

Learn the details of at least one ongoing conflict in the international system.

EVALUATION:

Grades will be determined in the manner described below. The grading scale for this course is as follows:

97-100	A+	83-86	B	70-72	C-
93-96	A	80-82	B-	67-69	D+
90-92	A-	77-79	C+	60-66	D
87-89	B+	73-76	C	0-59	F

25% -- *Class Participation*

The quality of a seminar depends to a great extent on the efforts of the students. You play a big role in creating your course. I expect that you will come to each class prepared to discuss the assigned material and that you will share your ideas, questions, and views actively. Because class participation is vital to your performance in this course, please see me at once if you feel uncomfortable speaking in class. Participating in class discussions by asking questions, answering questions, and offering opinions and analysis is one of your responsibilities as a student in this course, and this is reflected in your final grade. Students will be participating in course related activities in smaller groups as well, and these activities will also influence your grade for class participation.

Your participation grade will be based both on your attendance and the quality of your contribution to discussion. You cannot participate in discussion if you are not present. Thus, regular attendance is expected and does not raise your participation grade. If you do not attend, however, your participation grade will be reduced; consistent attendance is a prerequisite for effective participation. I expect very few absences in the course, and I encourage you to discuss any circumstances with me that will preclude you from attending class for any prolonged period. I also expect you to arrive on time. Note as well that there is some relationship between the quantity of class participation and the quality of class participation; if you rarely speak, you will not have a positive impact on class discussion. On the other hand, the person who speaks the most may not have the most positive impact on class discussion either. Positive contributions to class discussion push us in profitable directions.

I hope that we will engage in vigorous academic debate, but during these class discussions, classroom etiquette is vital. Please work to ensure that you make comments in ways that invite discussion. Our classroom contains members with various life experiences, divergent perspectives, varying levels of experience with political science research and with analytical writing, and different strategies for defending their views. Please state your opinions constructively and respectfully, listen carefully when your colleagues are speaking, and speak to me if you are offended by something that is said in class.

Several of the activities in this class will involve discussion of student papers and presentations. These exercises are aimed not only at providing peer and expert feedback on your work, but also at training students to be good critics. A good critic sees ways to help the author or presenter accomplish his or her goals more effectively and communicates these insights in a useful way. Every writer/presenter

needs feedback about how his or her message is being received by others and can improve his or her communication skills. Scholarship is not a solo enterprise; the best work often results from brainstorming together. I encourage you to approach both giving and receiving feedback from this perspective.

Grades for participation will be assigned at the end of the semester, but you may ask for feedback on your performance at any time. If you have concerns about the quality and quantity of your participation in the course, I hope you will speak to me.

10% -- Group Presentation

Throughout the course, students will be applying general theories of conflict management and resolution to particular cases of ongoing conflicts. The instructor will select four conflicts and assign one fourth of the students in the course to each, based in part on student preferences. During the fourth week of the course, each student group will present a basic background lecture on the history of the conflict to the class. The presentation should focus on explaining the issue(s) under dispute, the main parties to the conflict, the extent of military conflict, settlement attempts, the roles of external actors, and the current state of the relationship between the conflicting parties. Presentations should be no more than 20 minutes and will be followed by questions from the remaining class members.

Each student in the presentation group must speak during the presentation. The group will receive a single grade that will apply to all group members. Appeals to this policy will be allowed in the event that one or more members of the group fail to meet their responsibilities, but appeals are more likely to be successful if students raise concerns before the due date so that there is time to attempt to address the problem before the date of the presentation.

30% -- Short Papers (2 @ 15% each)

Twice during the semester, you will be given a particular question to answer about your assigned conflict. The questions will require you to apply the general theoretical research we discuss in class to the specifics of your conflict. You will answer the question in an analytical paper that may not exceed five pages. More detailed explanations of these assignments will be provided in writing before the due dates.

After each paper is submitted, each student will sign up to participate in a small group rewriting conference with the instructor. During these meetings, students will receive feedback on their papers from the other students in their group as well as the instructor. Each student will also receive a grade on the paper. Each student will then rewrite the paper and turn it in again for a second grade. The final grade recorded for the paper will be the average of the grades for the first paper submitted and the rewrite.

The papers are due before class begins on **Tuesday, February 12** and **Tuesday, March 12**. Extensions will be granted only in the case of documented medical excuse or verified emergency, and late papers will be penalized a half letter grade per 24 hour period. To receive an extension, you must contact the instructor ***before*** the paper is due unless this is physically impossible.

25% -- Final Policy Memo

As the capstone assignment for this course, each student is required to write a policy memo to the leader of an organization, state, or group. The memo should make an informed and well documented argument about what the addressee should do to help manage or resolve the conflict the student is studying. The memo should be approximately ten pages, and more specific information about this assignment will be conveyed during the semester. Students are required to meet with the instructor before the paper is due to discuss their outlines and strategies.

The policy memo is due before class begins on **Thursday, April 18**. Extensions will be granted only in the case of documented medical excuse or verified emergency, and late papers will be penalized a half letter grade per 24 hour period. To receive an extension, you must contact the instructor ***before*** the paper is due unless this is physically impossible.

10% -- Final Presentation

During the last three weeks of class, each student will present the argument made in his or her policy memo to the class during an oral presentation of no more than ten minutes. This will be followed by five to ten minutes of questions from class members.

THE HONOR CODE:

The Rice University Honor Code applies to all assignments for this course. You are expected to be familiar with all materials at http://honor.rice.edu/honor-system-handbook/. I particularly draw your attention to two documents: "Academic Fraud and the Honor System" and "Acknowledgement of Sources". We will be discussing plagiarism and appropriate citation practices in more detail before the first writing assignment is due.

In this course, students are expected to do the actual writing of their assignments on their own, with no outside help. However, students are strongly encouraged (and will sometimes be required) to discuss their ideas with others in the class, to read one another's drafts, and to make suggestions for editing and revision.

If you have any questions about what level of collaboration on course assignments is acceptable or about appropriate citation practices and use of outside materials, please err on the side of caution and ask for clarification.

THE CENTER FOR WRITTEN, ORAL, AND VISUAL COMMUNICATION:

The Center for Written, Oral, and Visual Communication is located on the second floor of Fondren Library. I strongly encourage you to take advantage of this resource to help you not only with your work in this course, but also throughout your time at Rice. We will be visiting the Center early in the semester so you become familiar with its services. You are encouraged to make appointments with the peer consultants at the CWOVC for your assignments in this course. These consultants do not proofread or edit your work, but they will provide feedback on topics such as the organization of your paper or presentation, the coherence of your argument, appropriate sentence structure, and consistent

grammatical errors. You can make an appointment via the Center's website at cwovc.rice.edu.

SPECIAL PROVISIONS:

Students with documented disabilities who require special accommodations should meet with the instructor and express their needs during the first two weeks of class. All discussions will remain as confidential as possible. Students with disabilities must also contact Disability Support Services in the Allen Center.

INSTRUCTOR CONTACT:

Please feel free to arrange to see me any time you think discussion on an individual basis would be helpful-- about the course readings or assignments, about your papers, or about college writing, political science, or school in general. It is important to me that this course enriches your educational experience. My scheduled office hours are Tuesday from 4:00-5:00 pm and Wednesday from 2:00-3:30 pm. If you cannot attend office hours, I am happy to make an appointment to meet with you at another time.

REQUIRED READING:

The readings for this course are primarily articles drawn from scholarly journals available online through Fondren Library. The urls for the assigned reading are posted on OWL-Space, and you can access them from any Rice computer or from any other location through Rice Proxy or a VPN connection. There is one exception. We will read one book that is available easily from online retailers:

Fisher, Roger, William L. Ury, and Bruce Patton. 2011. *Getting to Yes: Negotiating Agreement Without Giving In,* revised edition. Penguin Books. **ISBN-13:** 978-0143118756

OWL-SPACE:

Many course materials and course announcements will be posted through OWL-Space and work will be exchanged through OWL-Space, so students are expected to check the course site frequently.

DISCUSSION, READING, AND ASSIGNMENT SCHEDULE:

Readings should be completed *before* the class meeting for which they are listed. It is possible that additional readings will be added during the semester. If so, you will be notified via OWL-Space.

Tuesday, Jan. 8: Introduction to Course
No reading assignment, but please review the syllabus thoroughly.

Thursday, Jan. 10: Diagnostic Writing Assignment in Class
Bring your laptop! Prepare by thinking about your personal experiences in helping others to resolve conflicts.

Tuesday, Jan. 15: Discussion of diagnostic writing assignment; Visit to CWOVC
Group Presentation Assignment distributed

Thursday, Jan. 17: Causes of War
Reading Assignment: Frieden, Jeffry A., David A. Lake, and Kenneth A. Schultz. 2013. *World Politics*, 2nd edition. New York: W.W. Norton, chapter 3.

Tuesday, Jan. 22: Causes of War, continued
Reading Assignment: Reiter, Dan. 2003. Exploring the Bargaining Model of War. *Perspectives on Politics* 1: 27-43.

Thursday, Jan. 24: Group Meetings

Tuesday, Jan. 29: Group Presentations

Thursday, Jan. 31: Group Presentations

Tuesday, February 5: Bargaining
Reading Assignment: Fisher, Roger, William L. Ury, and Bruce Patton. 2011. *Getting to Yes: Negotiating Agreement Without Giving In*, revised edition. Penguin Books.
Paper Assignment #1 distributed

Thursday, Feb. 7: Mediation
Reading Assignment: Beardsley, Kyle, Bidisha Biswas, Jonathan Wilkenfeld and David Quinn. 2006. Mediation Style and Crisis Outcomes. *Journal of Conflict Resolution* 50 (1):58-86.

Tuesday, Feb. 12: Arbitration/Adjudication
Reading Assignment: Gent, Stephen E. and Megan Shannon. 2011. Decision Control and the Pursuit of Binding Conflict Management: Choosing the Ties that Bind. *Journal of Conflict Resolution* 55 (5): 710-734.
Paper #1 Due

Thursday, Feb. 14: Economic Sanctions
Reading Assignment: Drezner, Daniel. 1998. Serious About Sanctions. *The National Interest* 53: 66-74.

Tuesday, Feb. 19: Humanitarian Intervention
Reading Assignment: Evans, Gareth and Mohammed Sahnoun. 2002. The Responsibility to Protect. *Foreign Affairs* 81 (6): 99-110.

Thursday, Feb. 21: Coercive Peacemaking
Reading Assignment: Luttwak, Edward N. 1999. Give War a Chance. *Foreign Affairs* 78 (4): 36-44.

Spring Break

Tuesday, Mar. 5: Peacekeeping
Reading Assignment: Fortna, Virginia Page. 2004. Interstate Peacekeeping: Causal Mechanisms and Empirical Effects. *World Politics* 56 (4): 481-519.
Rewrites of Paper #1 due
Paper Assignment #2 distributed

Thursday, Mar. 7: Conflict Recurrence
Reading Assignment: Werner, Suzanne. 1999. The Precarious Nature of Peace: Resolving the Issues, Enforcing the Settlement, and Renegotiating the Terms. *American Journal of Political Science* 43 (3): 912-934.

Tuesday, Mar. 12: Peace Agreement Design
Reading Assignment: Fortna, Page. 2003. Scraps of Paper? Agreements and the Durability of Peace. *International Organization* 57: 337-372.
Paper #2 due

Thursday, Mar. 14: Peace Agreement Implementation
Reading Assignment: Spear, Joanna. 2002. Disarmament and Demobilization. In *Ending Civil Wars: The Implementation of Peace Agreements*, Stephen John Stedmanm Donald Rothchild, and Elizabeth M. Cousens, eds. Boulder, CO: Lynne Reiner Publishers, 141-182.

Tuesday, Mar. 19: Creating a warm peace/rivalry termination
Reading Assignment: TBA

Thursday, Mar. 21: Post-conflict Justice
Reading Assignment: Subotic, Jelena. 2011. Expanding the Scope of Post-Conflict Justice: Individual, State and Societal Responsibility for Mass Atrocity. *Journal of Peace Research* 48 (2): 157-169.

Tuesday, Mar. 26: Catch-Up Class
Rewrites of Paper #2 due

Thursday, Mar. 28: No class, midterm recess

Tuesday, Apr. 2: Oral Presentations

Thursday, Apr. 4: No class, research day

Tuesday, Apr. 9: Oral Presentations

Thursday, Apr. 11: Oral Presentations

Tuesday, Apr. 16: Oral Presentations

Thursday, Apr. 18: Course Wrap-Up
Final Paper due by 2:30 pm